RAMSDEN INFANT SCHOOL

ACCESSIBILITY PLAN

2025-2028

Approved by	
Name:	Joe Wardman
Position:	Chair of Governors
Signed:	J Wardman
Date:	Reviewed Oct 26
Review date:	November 27

Contents

1. Introduction
2. Vision and Aims
3. Objectives
4. School Context
5. Legislation and Guidance
6. Consultation
7. Reasonable Adjustments
8. Previous Actions
9. Accessibility Action Plan
9.1 Increasing access to the curriculum
9.2 Improving the physical environment
9.3 Making information more accessible
10. Implementation and Monitoring
11. Links with Other Policies

1. Introduction

All schools must have an Accessibility Plan (Equality Act 2010). Accessibility Plans support current and future pupils with a disability. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The purpose of the plan is to:

increase access to the curriculum for pupils with a disability

improve the physical environment of the school to increase access

make information more accessible by providing it in a range of formats

This plan will be published on our website and paper copies are available upon request. Staff are trained in equality issues including disability. We work with Westmorland and Furness Local Authority to develop and implement this plan.

2. Vision and Aims

Our aim is for everyone at Ramsden Infant School to feel part of the school community. We are committed to making our school as accessible as possible so that pupils with a disability:

are fully included in school life

actively take part in high-quality learning

thrive and enjoy their learning

develop the skills to lead fulfilled lives as adults

are empowered, confident and as independent as possible

3. Objectives

All staff and governors will be aware of and work in line with this Accessibility Plan, the Equality Act 2010, and the UN Conventions on the Rights of the Child and Persons with Disabilities. The SEND Governor will champion the needs of pupils with SEND and be involved in developing and reviewing this plan.

Staff will remove disadvantage faced by pupils with a disability by:

adopting a “can do” attitude

having a flexible approach to teaching

modifying the curriculum and environment

using person-centred systems to support inclusion

4. Contextual information

Ramsden Infant School is a school for children aged 3 – 7. We are based in Central Ward, in Barrow in Furness.
We are maintained by the Local Authority and come under Westmorland and Furness Council.
There are currently 68 children on roll
40% of our children are entitled to Pupil Premium.
We have 53% of children on the SEND register with 18% of our children having an EHCP
We have a Local Authority funded Resourced Provision on site supporting children to access the curriculum.
We have a large grounds comprising of grassy area for Forest Schools and concreted playground area with climbing equipment.

5. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and DfE guidance for schools on the Equality Act 2010. The SEND Code of Practice defines "long-term" as a year or more and "substantial" as more than minor or trivial. The definition includes sensory impairments and long-term health conditions. Schools must make "reasonable adjustments" to alleviate substantial disadvantage, which may include auxiliary aids or premises adjustments.

6. Consultation

In developing this plan, we consulted: pupils; parents and carers; the SENCO and SEND staff; other school staff including leaders; the SEND Governor and governing body; and relevant specialist services.

7. Reasonable Adjustments

We will take reasonable steps to avoid disadvantage when something we do places a disabled pupil at a substantial disadvantage compared with non-disabled peers. What is "reasonable" depends on factors such as available resources, effectiveness of the adjustment, impact on others, health and safety, and whether aids are available via SEN support. The duty complements accessibility planning duties; physical alterations are planned through this Accessibility Plan.

8. Previous Actions

- Sensory Lead training completed by two key members of staff; relevant changes to school completed following this training
- Whole school took part in PINS project, providing training for sensory needs and support those who are neurodivergent
- Autism training for staff
- We are an Asthma Champion School
- Reviewed curriculum to ensure it is adapted for all children
- Developed a Local Authority Resourced Provision

- Vetted school trip venues beforehand and adapted transport to ensure after-school clubs and educational visits are open to all.
- Implemented interventions to support children where necessary
- Trained staff in Wellcomm in Early Years and run a Talk Boost Programme
- SENCO trained in BUSS therapy

Accessibility Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	That all children receive a broad curriculum that meets their needs, allowing them to make progress and achieve	Termly and Annual curriculum reviews Termly audits of equipment to allow adapted access to curriculum Staff meetings to discuss and review adaptive teaching strategies based on levels of need	Assistant Head & SENCO	Termly Annually Ongoing	All children will have access to a rich curriculum that meets their needs and allows them to make good progress and achieve set outcomes

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with social, emotional and mental health needs	We liaise with many outside agencies to provide support for children and families with SEMH needs; Family Hub, Portage, CHIDVA, Women's Community Matters, MIND, HAWC, Love Barrow Families School provide ELSA and other interventions such as, BUSS to support children and families We have a POD space for quiet withdrawal and supporting emotional regulation	All interventions and therapies will be appropriate to children's needs and staff will be trained and confident to deliver them We have a sensory room to support emotional regulation	Review all interventions and update according to need and external advice Termly meetings with FH / WCM / LBF to check current offers Ensure available training undertaken by staff	Assistant Head & SENCO	Review annually ELSA training Summer 2026 Ongoing ELSA supervision (termly) Sensory Room to be completed by Autumn term 2026	All interventions and therapies will be appropriate to children's needs and staff will be trained and confident to deliver them We will have an established sensory room that supports children to regulate their emotions and meet their sensory needs
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. Currently we use dyslexia friendly paper, Dojo (translate option included) texts, paper, translation apps We have previously used braille and sign language too	That school are aware of all the options available to communication with parents, including those with a disability	That school are aware of services available through Westmorland and Furness for converting written information into other formats Survey parents to explore what other formats are needed and the current quality of school information	Administration staff SENCO Assistant Head	Survey by end of Autumn term 2026 Full audit and list of services available by end of Spring term 27	That all parents and pupils have access to information

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	We have a ramp into school for wheelchair access Fire procedures are practised regularly	That we have clear evacuation plans and procedures for all children, staff and visitors, including those with a disability	Audit of need Ensure we have an evacuation plan with a clear procedure for supporting those with a disability to exit the building to a safe place	Executive Head Teacher Assistant Head Teacher	End of Summer 2027	All pupils, staff and visitors will be confident in what to do in the event of an emergency and will be able to exit the building quickly and safely to reach an assembly point

10. Implementation and Monitoring

This plan sets out how we will improve accessibility over the next 3 years and may inform other planning documents. We will work in partnership with Westmorland and Furness. Environmental works will comply with relevant building regulations. Sufficient resources will be allocated. The plan will be reviewed regularly and monitored through Staff and Governors Meetings. The school complaints procedure covers the Accessibility Plan. Annual review due October 2027.

11. Links with Other Policies

This Accessibility Plan is linked to: Risk assessment; Health and safety; Equality information and objectives; SEN information report; SEND policy; Supporting pupils with medical conditions; Safeguarding; Curriculum; Behaviour; School development plan